

TIPS MATH – MIDDLE GRADES

Student's Name: _____ Date: _____

TIPS: Give Me Five! 

Dear Family Partner,

In math, we are classifying, measuring, and drawing **ANGLES**. I hope you enjoy this activity with me. The assignment is due _____.

Sincerely,

I. LOOK THIS OVER:

Explain this example to your family partner.

Two rays with the same endpoint form an angle.

Remember: 1) **RIGHT ANGLE**: An angle that is exactly 90° .

2) **ACUTE ANGLE**: An angle that is smaller than 90° .

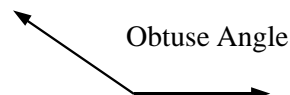
3) **OBTUSE ANGLE**: An angle that is greater than 90° .



Acute
Angle



Right
Angle



Obtuse Angle

II. NOW, TRY THIS:

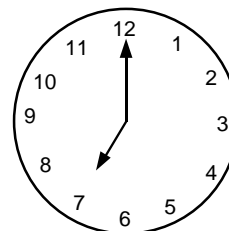
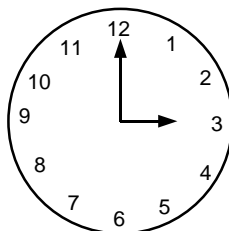
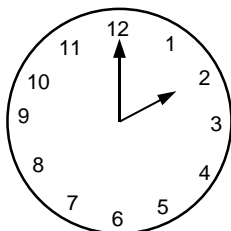
Show your family partner how you do these

Classify each angle. Write *RIGHT*, *ACUTE*, or *OBTUSE*.

1. _____

2. _____

3. _____



III. PRACTICE SESSION:

Complete these examples on your own.
Show your work. Explain these examples
to your family partner.

Draw and classify these angles:

1) 20°

2) 80°



*** CONTINUE YOUR WORK ON THE BACK OF THIS PAGE ***

WORK SPACE FOR PRACTICE

3) 90°

4) 105°



IN THE REAL WORLD...

Work with your family partner to do this.

Angles are important geometric shapes. They are used in designing many things from airplanes to golf clubs.

Draw your hand and your family partner's hand on a sheet of paper. Estimate the measures of the angles between the fingers on each drawing, then measure each angle with a protractor and classify it. How does the size of the hand affect the sizes of the angles?

ANSWER TO "NOW, TRY THIS":



1) Acute

2) Right

3) Obtus



IV. HOME-TO-SCHOOL COMMUNICATION

Dear Family Partner,

Please give me your reactions to your child's work on this activity. Write YES or NO for each statement.

_____ 1. My child understood the homework and was able to complete it.

_____ 2. My child and I enjoyed the activity.

_____ 3. This assignment helped me know what my child is learning in math.

Any other comments: _____

TIPS MATH – MIDDLE GRADES

Student's Name: _____ Date: _____

TIPS: Name Game!

Dear Family Partner,

In math, we are studying **COORDINATE GRIDS**. I hope you enjoy this activity with me. The assignment is due _____.

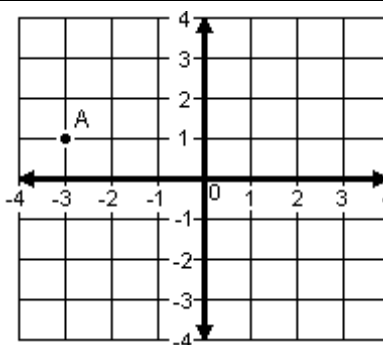
Sincerely,

I. LOOK THIS OVER:

Explain this example
to your family

Remember: The "X" number is always written before the "Y" number. (You have to go into the elevator before you can go up or down.)

A = $(-3, +1)$ This is called an ordered pair (x, y) .

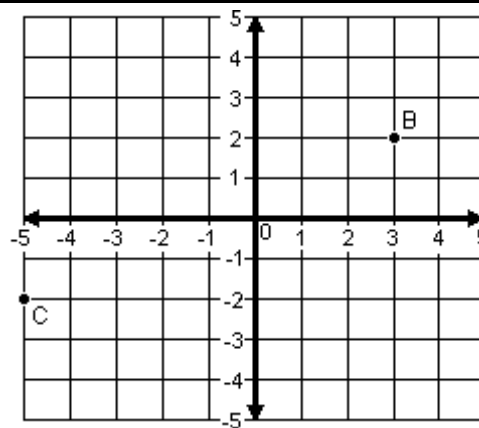


II. NOW, TRY THIS:

Show your family partner how you do
this example.

B is at (_____, _____)

C is at (_____, _____)

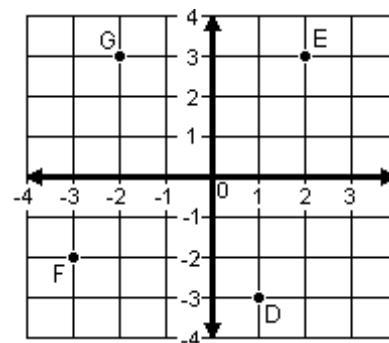


III. PRACTICE SESSION:

Complete this example on your own. Show
your work. Explain this example to your

D is at (_____, _____)

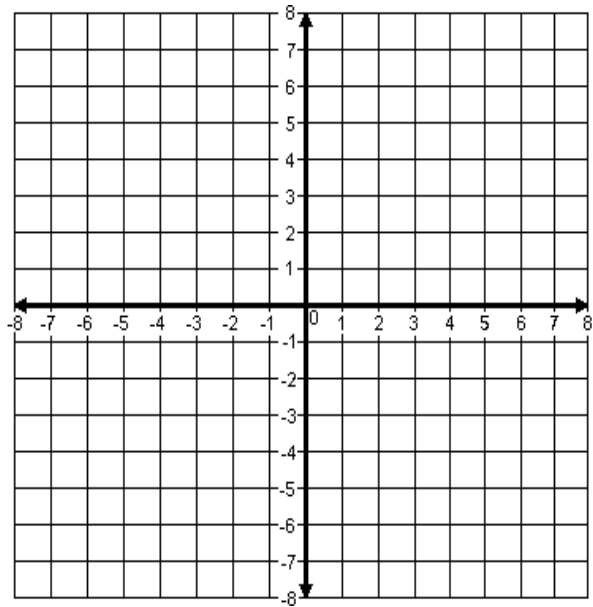
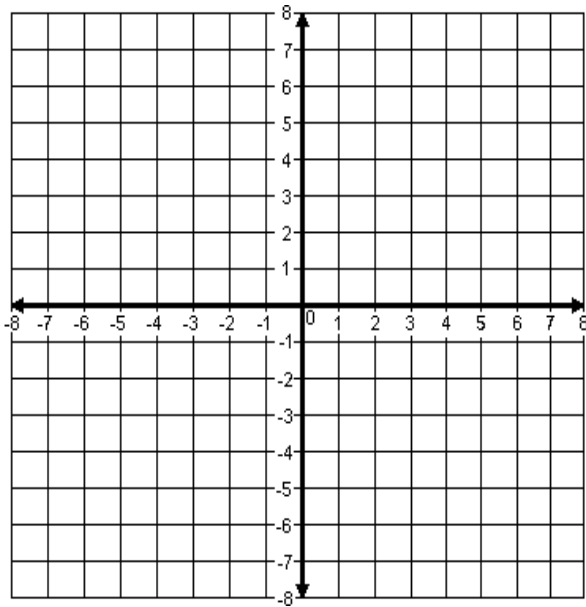
_____ is at $(-3, -2)$



LET'S FIND OUT...

Work with your family partner to do this.

Using the coordinate grids below, print your name or initials across one grid so that the letters through as many points as possible. Your family partner should do the same on the other grid. You write the coordinates for your family partner's name and he/she writes yours. Check the coordinates



ANSWER TO "NOW, TRY THIS":

B is at (+3, +2)

C is at (-5, -2)

IV. HOME-TO-SCHOOL COMMUNICATION

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Please give me your reactions to your child's work on this activity. Write YES or NO for each statement.

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- _____ 2. My child and I enjoyed the activity.
- _____ 3. This assignment helped me know what my child is learning in math.

Any other comments: _____

TIPS MATH – MIDDLE GRADES

Student's Name: _____ Date: _____

TIPS: Get That Bug!

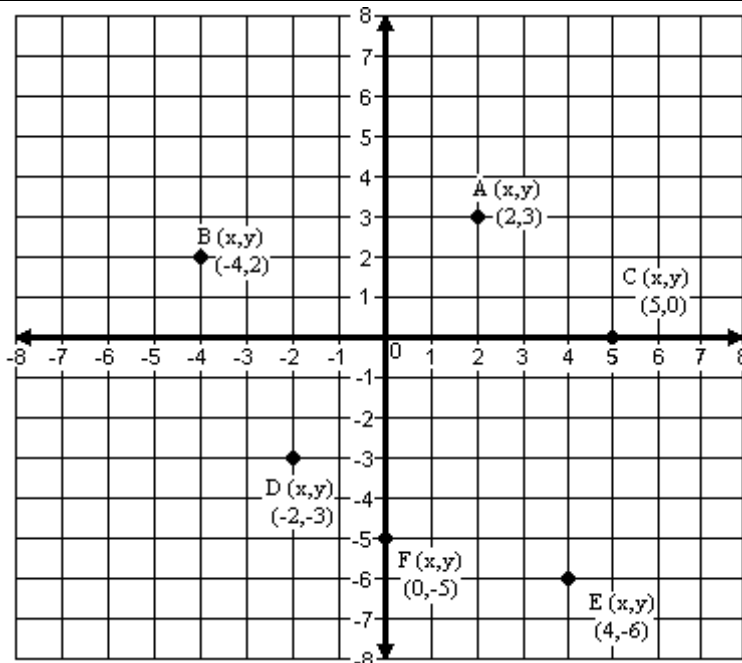
Dear Family Partner,

In math, we are studying **PLOTTING POINTS ON A GRAPH**. I hope you enjoy this activity with me. The assignment is due _____.

Sincerely,

Student's Signature**I. LOOK THIS OVER:** Explain this

Points are plotted on a coordinate plane as (x,y) . Examples of points are shown here. The four sections are called quadrants. A is in quadrant I, B is in quadrant II, D is in quadrant III, and E is in quadrant IV.

**II. NOW TRY THIS:**

Show your family partner how

- a) Rectangle ABCD is in quadrant I. State the coordinates of each vertex.

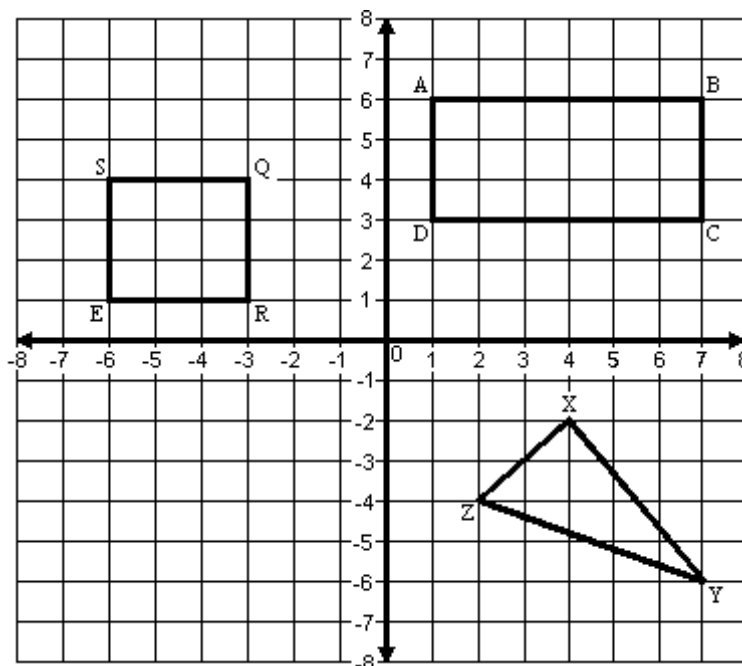
A = (,) B = (,)
C = (,) D = (,)

- b) Square SQRE is in quadrant II. State the coordinates of each vertex.

S = (,) Q = (,)
R = (,) E = (,)

- c) Triangle XYZ is in quadrant IV. State the coordinates of each vertex.

X = (,)
Z = (,)
Y = (,)



III. PRACTICE SECTION:

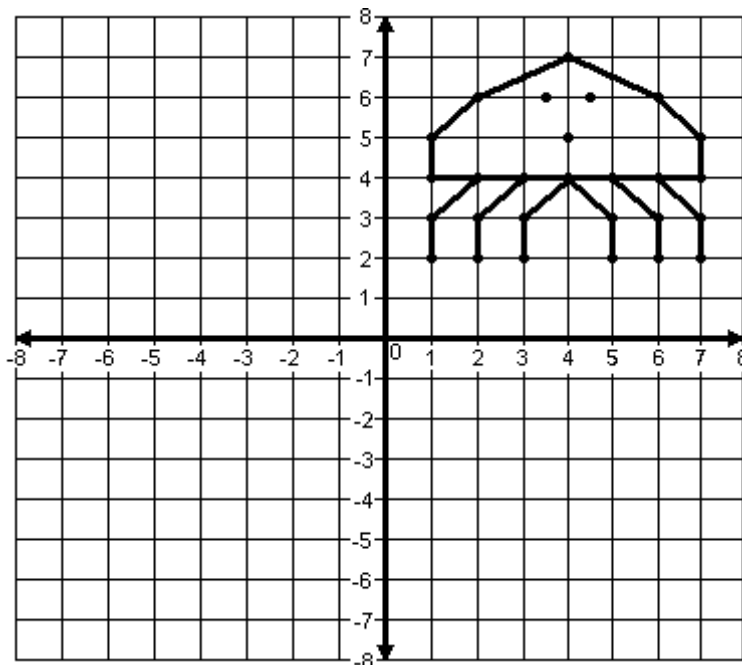
Complete this example on your on.
Show your work. Explain it to your

This is “Bug”. You are going to use his coordinates in different ways.

First, on this coordinate plane, plot the negative of each point.

Example: $(4, 7) \rightarrow (-4, -7)$

Label your diagram “Negative Bug”. Can you think of another name?



LET'S FIND

Work with your family partner to do this.

- a) Reverse “Bug’s” original coordinates.

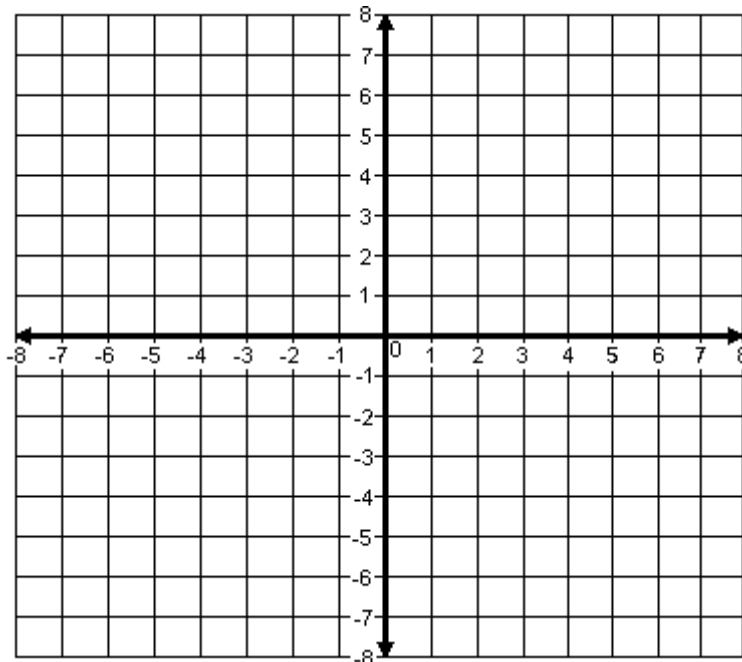
Example: $(4, 7) \rightarrow (7, 4)$

Plot the points to make Bug.

- b) Put Bug in the second quadrant or the fourth quadrant by making the appropriate coordinate of the original points negative.

$(4, 7) \rightarrow (-4, 7)$ or $(4, 7) \rightarrow (4, -7)$

- c) What observations can you make?



ANSWER TO “NOW, TRY THIS”:

A = (1, 6) B = (7, 6) C = (7, 3) D = (1, 3) X = (4, -2) Y = (7, -6) Z = (2, -4)
S = (-6, 4) Q = (-3, 4) R = (-3, 1) E = (-6, 1)

IV. HOME-TO-SCHOOL COMMUNICATION

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Please give me your reactions to your child’s work on this activity. Write YES or NO for each statement.

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Any other comments: _____

TIPS MATH – MIDDLE GRADES

Student's Name: _____ Date: _____

TIPS: Which Way Do I Go?

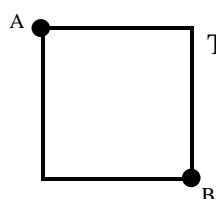
Dear Family Partner,

In math, we are studying **NETWORKS**. I hope you enjoy this activity with me.
The assignment is due _____.

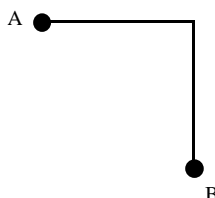
Sincerely,

I. LOOK THIS OVER:

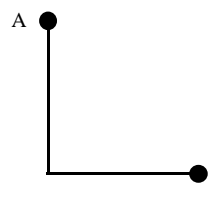
Explain this example to your family partner.



To go from A to B
we can go:



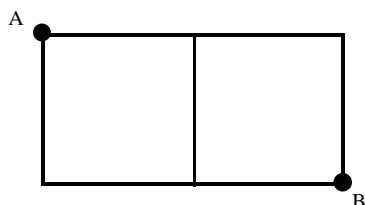
or



II. NOW, TRY THIS:

Show your family partner how you do this example.

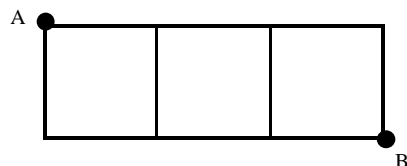
Draw the paths from A to B without retracing any segment.



III. PRACTICE SECTION:

Complete this example on your on. Show

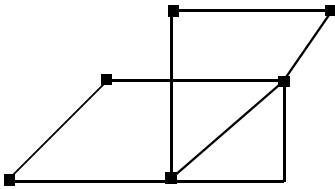
Draw the paths from A to B without retracing any segment.



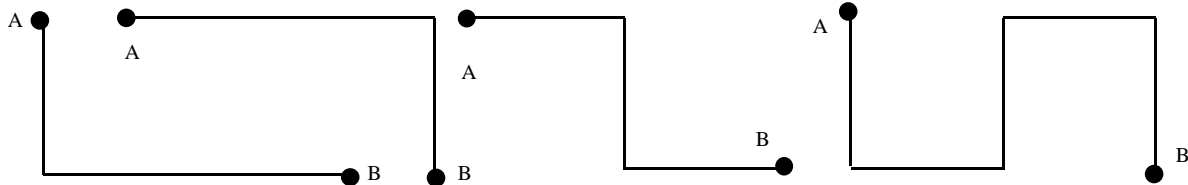
IN THE REAL WORLD...

Ask your family partner to do this with you.

Your job is to collect money from parking meters. You want to find an efficient route that starts and ends in the same place and travels on each street only once. (It's O.K. to cross a street.) What route or routes would you take? Draw your route beside the diagram. Think about it... Does it matter where you start?



ANSWER TO “NOW, TRY THIS”:



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